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ABSTRACT

This manual is designed as a practical guide to establishing and maintaining a viable program of community services/continuing education in the community college and presents material for use by the practitioner in the field. It is organized as a set of guidelines explaining various important aspects of a program and deals with those specifics thought essential to implementing a workable program. The chapters are: "Community Assessment," "Administration, Organization, and Program Management," "Program Evaluation," "Obtaining Financial Support for Community Services Programs," "Developing Interagency Cooperative Arrangements," "Citizen Advisory Committees," "External Communication" (public relations), and "The Faculty of Community Services/Continuing Education." Selected reading references are appended. (Author/MJK)

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A Manual for Establishing
A Community College
Community Services Program

A Practical Guide to the Community
Based performance oriented
Institution of Post Secondary
Education

Project Director:

William A. Keim

Produced through a Title I grant of the HEA 1965 as an
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This manual is the product of a special VPI Y SU graduate internship of Community Services/Continuing Education Directors of the Virginia Community College System conducted through a grant from Title I of the Higher Education Act of 1965. Cooperating with the project was the University of Virginia, School of Education, Department of Higher Education, and the Project Director was Dr. William A. Keim, Coordinator of Community College Programs and associate professor at Virginia Polytechnic Institute and State University.

This manual is designed as a practical guide to establishing and maintaining a viable program of community services/continuing education and every effort is made to present material for use by the practitioner in the field. It is organized to promote understanding of the various important aspects of a program and deals in some detail with those specifics which are deemed as absolutes to implementing a workable program.

Attempt is made to avoid a "show and tell" approach to programs since other agencies and associations perform this needed function. Rather, the wish is to supply to any Community College Director of Community Services of Continuing Education a practical set of guidelines for his or her every day use. Reading references are supplied for those who seek further information.

The following is a list of those participating in the study and in the writing of the project:

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Dr. Edmund Gleazer, President of the American Association of Community and Junior Colleges speaking at a conference on Community Services in Orlando, Florida in April, 1974, spoke directly to community services directors about the Open College of the future and of their important role in its success.

I believe in your areas of responsibility, in your objectives, your person centered approach, your obvious enthusiasm for the job, your flexibility, sensitivity, and awareness, and, yes, your creative opportunism, you are the community college of this third era--the community college now being shaped and formed--one to match as well as to influence the times.

Leaders in the field of community services remember very well the excitement and commitment of this vision when it was first expressed by Gleazer, Harlacher and others in the late 60's. As an outgrowth of this effort the formation of the National Council on Community Services was undertaken to define the roles of this freshly identified function of the Community College. Much has happened since the turmoil of the sixties left its imprint on the nation's institution of higher education and lessons were learned which are now turning into concepts and yet other questions.

We must now give serious attention to such problems, as community assessment, non-traditional programs, performance based criteria, academic and fiscal accountability, staff development and delivery technology. This means that if community services is to become the operational arm of the open college concept, it must be administered methodologically and intelligently in order to provide the vehicle to move the Community College into this exciting phase of institutional development. It will, however, place the offices or departments or divisions of community services/continuing education into a special responsibility at this time.

Community College academia has been absorbed with the good transfer student and occupational technical programs have been preoccupied with the requirements of industry and commerce. In the middle, as always, is the student with his or her problems of personal and programmatic adjustments to be solved by the overworked student personnel services. This leaves us with the less definable, often poorly financed function of the community college known as community services. In this office, in our judgment, rests the future of the community college. It rests here because there is simply no other way to move into an Open College concept except through this present administrative arm. It cannot be done through any other managerial avenue of the typical community college and if it does not happen quickly and effectively through the community services route, it will probably not happen at all.

Community Services

Fortunately, most community colleges today come equipped with an enthusiastic opportunist who knows the community and who is not overly paternalistic toward it. This person is the Director of Community Services or Continuing Education. If properly prepared and supported, he can be the giant mover on management teams and can provide the President with the tools which he needs to lead the community into educational services.

There is a real danger, however. You need not be a student of the history of higher education in America to know that our society has a penchant for replacing public institutions which do not perform. It is a "soft kill" and invariably a new institution will appear to more or less supplement an institution which is not producing its promised services. Both the Land Grant University and the original junior college are examples of

this and represent the results of a sort of subconscious evaluation process carried out by millions of people without benefit of terms or holes punched in cards. We should be aware of this because the long evolutionary history of the rise of the Community college can be tracked back over the bodies of institutions which had not performed in some way or other. The lesson, of course, is two-fold:

Questions

1. What follows the community college if it does not perform as promised?
2. How can we finally realize that, in truth, we do have a unique institution which has quietly risen above the static level of the clearly defined rigid mission of most other post secondary institutions?

The first question must be disregarded because the community college will perform. The human and National investment is so great and the dynamic nature of the enterprise is still so much evident that one could view the decline of the Nation as synonymous with the decline of the Community College.

The second question is the issue of major concern to community services people and the present struggle is concentrated in the nature of the function itself. Paradoxically many community services programs are moving away from service non-credit activities at a time when it is most important to be emphasizing this programmatic strategy. Tight money problems are the cause of this and more and more community services offices are reluctantly moving toward credit reimbursable types of programs to boost the income of the College through the tactic of the capitalization on ever increasing members of the part-time students. It makes sense to management and although many

presidents are in anguish over it, they must and turn away from the long range goals of the institution to meet the immediate financial crisis confronting them. It seems true that we carry the seeds of our own destruction. If we are to pursue this tactic of credit rather than non-credit activity, we will give up our uniqueness in favor of yet another static model of post secondary education. America will surely sigh and restlessly turn to whatever institution can and will meet this need whether it be a public agency or a private enterprise. There is a need for community services. There are millions of people yet unidentified as clientele. There is an already established mechanism for delivery, and there is a leadership waiting for the signal to organize and to implement.

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Community Assessment

Community Assessment

There can be no doubt that the success of any community college depends on positive community perception. It is unlikely that any college can articulate and meet its objectives if the community within which it exists has a negative view of the institution and an apathetic view can even be worse.

Therefore, it is of primary importance for a community college, which professes its ability to meet change and fluctuating need, to know its community in an intelligent and manageable fashion. This is an important point for it must be stressed that community assessment must be more than the collection of demographic data. All too often the president, in his desire for information, will give the assignment to his research or community services people to gather data on the community. He will then discover reams and reams of unrelated and unmanageable data which, of necessity, become unuseable and unmanageable.

The secret is an organized, methodical approach to relevant knowledge. It is not difficult and the results are, without exception, of benefit to extended objectives of the community college.

Hans Spiegel, Director of the Center for Urban Studies at Hunter College, speaking at the AACJC Assembly in November, 1974 spoke pointedly about the nature of community assessment. He emphasized that the planning for community assessment should involve both boundaries and focus. Basically, what are the things in this community that I'm interested in? Emphasis on Dr. Spiegel's remarks leads to another important point. That is, community assessment is not limited or confined to urban areas. Nor is it necessarily involved in a single municipality. Perhaps it would be

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better to state that the concepts suggested here are for the Assessment of Service Area and that they apply to rural, urban, suburban or any other combinations of configurations of populations. The importance lies in the process.

The Service Area

Here is a suggested outline of the dimensions and specifics of the assessment process made useable for a post secondary institution.

It is essential that a director of community services/continuing education have a workable knowledge of the following dimensions of his service area:

1. The social dimension
2. The economic dimension
3. The political dimension

These elements are ever changing, interrelated and overlapping. Therefore, we will consider the importance of specific aspects of each dimension without regard for its categorization.

I. Local traditions and values

In terms of the analysis of perception of the college, there may be no more important factor to consider than traditions, morals, and values of the service area. The simple fact that a community may be conservative (most are about higher education) or liberal, and have a history of wide support for educational innovation and expansion can influence program design and college objectives.

A. Some questions to answer

1. Has there been community pride in educational achievement?

2. Are there strong religious elements at work? If so, what kinds of religions? Some are more liberal toward public education than others.
3. If you are serving more than one district, municipality or community, is there rivalry or competition between them? How is it expressed? Did all agree on the location of the college?
4. What is the history of the area? Is it steeped in history? Does it see itself as historical? Are there public commemorative events to celebrate local history?
5. Are there strong union forces at work? Is there a tradition of the working class?
6. Are there strong local women's clubs and civic organizations? Have these been part of the history?
7. How does the community react to contemporary issues which reflect value judgments such as ecology, women's changing role, youth and laws governing Sunday sales?
8. What is the history of the decision making process in the service area?

The answer to these and other questions will supply the assessor with a fabric type background of the service area. It will often dictate strategies for directions of effort as well as timing. Some programmatic development should be embarked on with some slowness and all planned change should be first analyzed for possible opposition before it is implemented. There will seldom be total approval of all activity but an entire community college

can be jeopardized if one single program which offends the standards of the community is put into motion.

B. Where is the information?

The information is readily available to the assessor but requires some reflection and may take a new person several weeks or months to gain a clear picture of all of the complex facets.

1. Formal Sources

a. Local newspapers

This represents the one best current opportunity to understand the community value system. Look for the following:

- (1) club and recreation activity
- (2) check to see how much space is allotted to education, church events, new businesses
- (3) check activity of the Chamber of Commerce and other organizations
- (4) look for significant issues which reflect local standards, e.g., editorials
- (5) check want ads for indicators of available job opportunities. Notice labor level; are these all minor job opportunities? Do they reflect, in any way, local industrial influence consistent with local standards.

b. Local historical associations

These usually keep public records of meetings and activities, sometimes in the local newspaper or library.

c. Churches

Count them sometime and notice either the variety or dominance. Church records, while often not available, are valuable for chronology of history.

d. Local Institutions of Government

All governing bodies keep accurate records of their proceedings. Ask to see the minutes of the first meeting. See if there are clues for later developments in the community. These documents are generally invaluable to assessing the decision making process.

e. Library

Next to newspapers, this is your best source for local traditions and customs. Most librarians are proud of their local historical collections and are helpful in understanding community development.

2. Informal Source of Information

a. People in the community, neighbors, friends

- (1) An advantage of joining in community service club activities is that it gives access to a wide spectrum of community values.

b. The Faculty

- (1) Almost without exception there will be a faculty member who grew up in the service area. These people are a valuable resource to information.
- (2) A personnel screen should be made of all faculty and staff to seek out information about local standards.

The effect of a good assessment of local values cannot be over-estimated and can make the difference between leadership in the community and an antagonistic force which is always difficult to subjugate.

Programs, of course, should not only be a reflection of local standards but their design and implementation can and should be governed by what the service area can tolerate at any one given time. The end result is not manipulation but rather success in an environment of understanding.

II. Geographic Considerations

Service areas can be very difficult to serve if there are lakes, rivers, mountain ranges and major highways which influence access and mobility. A quick study can have great influence on intelligent planning for future expansion or off campus offerings.

A. Factors to Consider

1. Barriers to assess
2. Regionalism determined by geography. This can be psychological and deeply rooted in tradition. A river which now has a four lane bridge over it may still be the "River" to the people on either side of it and their response to programs on the other side should be understood. The same problem with mountain ranges is legendary. There are even class distinctions over railroad tracks.
3. Modern geography can be demonstrated by highways and the bisecting interstate phenomena has spelled the doom of many

a community services activity. In a sense, the interstates are the unfordable rivers of today.

4. Knowing the traffic flows which are determined by highways or lack of them can help if you need to know in which direction people travel during certain hours of the day.
5. Population concentrations are still determined by geography and the location of new campuses or the success of off campus activity can be suggested by a careful study of the effect of natural and geographical features.

B. Where is the Information?

1. The best source is a careful study of a map. A sociologist on the faculty, particularly if he or she is a long time resident can be of enormous help. Likewise people in the community can be found to explain regional differences.
2. The police or highway department can help with traffic flow
3. Any municipal employee or city manager will be glad to help with governmental differences.
4. Chambers of Commerce can assist in explaining regional business problems.

III. Population

Although there is much to know about the people of the service area, one can become inundated with demographic data on population. It is wise to limit what you need to know because it might affect your future objectives. The following list can be helpful.

A. Factors to Consider

1. Ethnic groups

Where are they? How large a group? Who speaks for them?

2. Racial groups

Where are they? How large a group? Who speaks for them?

3. Religious groups

4. Age

What are the age groups in the service area? How large?

5. Educational levels

6. Economic levels

B. Where is the Information?

1. The prime source should be regarded as the U.S. Government Census Report which can be obtained for your region from the government printing office. These can take some time to secure and often the census area reports do not coincide with service area boundaries. This can be confusing and difficult to interpret. These are a valuable and complete report however. The U.S. Department of Commerce, Social and Economic Statistics Administration also will supply census data for community action on request.
2. Planning districts have numerous reports on populations and since their source has been the U.S. Census Report they have had skilled researchers doing the work for you. Planning districts have become one of the best documented resources available and they are not only pleased to cooperate but are anxious to do so.

3. Local governments have information and will share it.
4. State Division of Planning will give you access to information--never overlook the governmental agencies which share information and make it available. Almost every Division of State Government prints publications on all aspects of their work and since their task is people oriented they have large capable staffs assembling the kind of information which you are looking for.
5. Business and industry in your area base marketing plans on population information and many will share this information with educators.
 - a. Telephone companies and other utility agencies
 - b. Chambers of Commerce
6. Other educational institutions
 - a. Public education make student projections. Their work is accurate and usually available to you.
 - b. Institutions of higher education in your area can be very helpful since each usually maintains a good institutional research division.
 - c. Land Grant Universities - All states have a Land Grant University Cooperative Extension Division and their field agents have, in many-cases, the most complete demographic profile of state populations available.

Population information is available, the trick is to secure what you need from people who have already assembled the information.

IV. Community Economic Development

There are few institutions in our nation today which are so directly tied in with the nature of its local business and industry as is the community college. A knowledge of the continuous nature of commerce in the service area is essential to the success of the community college. Contact with commerce should be a priority which is never neglected. Experience shows the high return from such contacts and demonstrate the positive response from business and industry.

A. Questions to be Asked

1. What are the businesses and industry? Do they depend on the regional national resources such as coal mining or are they manufacturing in nature and ship materials and produce.
2. How does local manpower link with the industry of the area? Is the industry in the area because of the class of worker available? In other words, why is the particular business or industry located in the service area?
3. Are manpower needs being met?
4. What expansion is possible in the future?

B. Where is the Information?

1. Chambers of Commerce can supply a complete list of businesses and industry and provide directories.
2. City governments, planning departments, zoning officials.
3. Local newspapers often tell of the expansion of business and of opportunities. Want ads can be studied to see what class of worker is being sought.

4. Libraries keep reports on economic development.
5. Educational agencies such as school boards also are concerned and have projections on growth.
6. Faculty curriculum advisory committees can be a major source of information working as they do through the vocational technical or occupational technical programs.

It is of great importance to recognize the fluid nature of business and industry in any given area. The changes in manpower needs alone will have a direct effect on program development. The community college must play a direct planning role in the economic development of the community principality through awareness of the needs and changes of the commerce of the service area.

V. The Political Structure

Much has been written about the so-called power structure of a community. It is sometimes described as odious but also as a benevolent force. What matters is that it is a real part of the decision making process in the community enterprise and as such, should be studied and understood by the management of the community college.

It should be remembered that there is often no one single power structure base which influences all decisions but rather there is usually a multitude of single interest individuals or groups who use either the formal political structure or the informal politics to influence the process toward a favorable decision.

In addition, the formal political structure is so diverse and broad-based that most decisions are made without undue influence.

A. What is the Political Structure? An Analysis

1. What is the unit or units of government with which the community college must deal?
 - a. Municipal
 - b. County
 - c. State
 - d. Regional Districts
2. How do these officials hold office? Are they elected or appointed and for how long and by whom?
3. What is the financial base for these units of government and what effect does this base have on the community college?

Tax rates are often set by other than the community colleges and suggested changes can be seen as competitive or threatening to other agencies.

4. What is the exact governing system for all public education agencies in the service area? What is their record for support of public education.

Essentially this consideration of the political becomes an analysis of the decision making process of the community. It makes an interesting study and should be undertaken with serious attention. Future planning involving finance or facility is certainly tied in with the power structure and how it operates.

B. How does one learn the Political/Power Structure

Many sociologists advance theoretical models leading to the discovery of the power structure. Similarities can be seen but

those techniques which can be managed by a director of community services/continuing education can be described as follows:

1. Study the formal governing bodies with particular attention to elected officials. These people generally depend on their own record of decision making and are sufficiently controlled by the elective process to be a legitimate member of the power structure. It is the theory of representative government.
2. Ask people in the community where the power really is. Almost everyone will refer you to the "big house on the hill" or the major industry in the community. Be objective. Ask faculty also.
3. Perhaps the most interesting technique is to study a community decision which has been made and examine carefully what factors influenced that decision. You may discover that much to your surprise the decision was made because a group of townspeople appeared at a commission hearing to influence a recommendation and that this group of citizens in reality directly influenced the direction of the decision. There are many examples.

In conclusion let us emphasize that community decision making is an enormously complicated process and that the reason for understanding it as best as is possible is to make use of it in developing useable programming and to gain support for the future. A director who ignores the political/power structure understands neither the nature of the democratic process nor the powerful influence of tradition and values of the community which is being served.

VI. Human Resources

There is no greater lesson that needs to be learned by a community services director than that there are literally hundreds of agencies in any service area which have as their goal the service of people. These agencies should be understood because many of them are already performing excellent and effective programming related to community college/community services and continuing education. Furthermore, their clientele are often the same people who would be attracted to community-based programs and concepts of open colleges. Dialogue with these agencies are absolutely vital to wise use of human resources.

A. Questions on Human Resources

1. Where are the agencies which deal with human services to people?
2. How are they staffed?

(These staffs themselves are sometimes excellent clientele for training programs in the community college community services program)

B. Where is the Information about Human Resources?

1. Begin with local government. Most publish material on resources available and have departments designed to meet human needs.
2. Look for the following categories
 - a. Law Enforcement
 - b. Recreation
 - c. Health, Mental Health
 - d. Welfare

3. Specifically contact:

- a. Coordinating councils
- b. Regional planning districts
- c. Public school counseling departments
- d. Community college student personnel services
- e. County or city welfare departments
- f. Community action groups
- g. Hospitals or medical groups
- h. Churches
- i. Service clubs
- j. Senior citizen groups

From this partial list can come a profound knowledge that here is a well trained group of professionals who are devoted to the well being of people and who are almost always proponents of higher education.

VII. Special Characteristics or ProblemsA. Problems

In community assessment for the community college, attention should be given to special problems which can influence acceptance or direction for program development. A community in turmoil over text books in a public school or busing must be viewed in a special way. These kinds of issues probably would surface through an examination of the power structure or other phases of the assessment but care should be taken that they are properly recognized. There is no mystery about how to discover

what is happening, simply subscribe to local papers, watch local television and specifically watch for issues.

B. Communications within the Community

There is more to an understanding of public communication than having a work study student conduct a clipping service. The traditional news outlets should be surveyed as well as radio and television. Particular emphasis should be placed on cable and educational television if they exist. Media can have a very positive impact on a community based operation and cable T.V. may prove to be the answer to performance oriented instruction.

1. Questions to answer: Newspapers.

- a. How many newspapers are there, when do they publish and how are they distributed? Are there regular subscribers or are they "throw aways"? What is the circulation of each and are they distributed evenly throughout the area?
- b. Do these newspapers present an editorial philosophy which may be a deterrent to the community college.
- c. Which newspapers are ethnic or racially oriented?
- d. Are these papers receptive to news releases or interviews? If they are what is the most desirable format to meet their publication requirements.

If the area is heavily populated there are apt to be numerous newspapers. If an effort is made to satisfy each paper's printing variation and separate release deadlines, it can become a monumental and demanding task. It is best to assess the value in relation to circulation and history of support for education.

2. Questions to answer: Radio

There has been a resurgence of interest and support for local radio stations and these have wide and diverse audiences. Today, Radio can have an important impact on program success especially events which are newsworthy.

- a. Where are the stations located, what are their facilities?
- b. When do the stations broadcast?
- c. What do they broadcast? Do they encourage the use of public service time for education? Is their particular audience receptive to the community college?
- d. What lead time do they require for items of interest? Cost? Do they have portable equipment or must everything be done at the studio facility?

3. Questions to answer: Television

Most communities or regions now operate local televisions, either a commercial station or an educational (UHF) channel. All local stations are generally receptive about programming of local interest. Even the commercial channels are required by law to provide a certain portion of air time for public service broadcasting.

- a. What are lead time requirements and what is the program production time requirements.

Generally speaking, except for panel discussion type programs or live coverage of events there is production time involved. Communication is the life line of the community college and the director will want to

encourage and develop a good communication base with
all those involved with community communications.

4. Cable Television

This aspect of television is the least understood of the various telecommunication elements available to the colleges. Essentially it is a commercial enterprise, on a contract basis through municipal governments, to deliver a television signal. Cable companies do not ordinarily do their own program production but through a multi-channel, static distortion free cable the company sends the various commercial and educational channel directly to the home.

The significant feature of the system is that the federal government requires that these cable companies provide access to educational and public service use of the delivery system. Since these companies contract with local governments, the community services director will need to make it clear to municipal officials that the contract should include specifics concerning the educational use. In some cases cable companies have been requested to provide not only time but production facilities and equipment in the contract arrangement.

When the multi-features of cable television are understood by education, it will clear the way for some remarkable and innovative approaches to community based and performance oriented learning. A simple feature of the system is the

potential use of two way signals coming from the home. The capability is already there; it only needs some local interest and leadership.

Conclusions

It has been emphasized over and over that community assessment is of the utmost importance in developing a viable community college. The assessment process should be conducted through the community services/continuing education office and the process must be continuous.

Assessment need not be complicated. It needs only to be specific and planned beforehand.

No effort has been made to suggest surveys or questionnaires as a means to community assessment. Surveys can serve a specific purpose but they are no substitute for the organized personal contact assessment suggested in the manual. A few reliable surveys are available. Except for Robert Pace's CVES instrument, none profess to measure the types of perceptions which would assist the college in the programming for community based programs.

A director who organized his assessment around the social, economic and political dimensions and categorically set about to inform himself about local traditions and values, geography, population, economic development, the political power structure, human resources and special issues will have on hand an excellent, reliable assessment.

Administration, Organization and
Program Management

Administration, Organization, and Program Management

The philosophy and commitment of a community college to community services will be reflected in the organizational structure provided and in the extent of designated fiscal support. Medsker states that the extent and effectiveness of programs of community services are related to the administrative leadership they receive.

Each community college should provide, as a policy statement, a clear definition of community services and a statement of specific objectives which forms a basis for an on-going flexible program oriented to the needs of a specific community. The objectives should have the clear approval of the local governing or advisory board and be consistent with the guidelines of the state or other central coordinating authority.

With a philosophy and clear objectives established, the matter of organization and administration can be approached. The most significant principle for achieving an effective program is that of centralized direction in a given community of responsibility. The standards for accreditation in the area of special activities, including community services, of the Southern Association of Schools and Colleges, as an example, provides the following interpretation under administration and organization.

Institutional organization should recognize and provide a separate identity (a clearly identifiable and defined administrative unit) for special activities under the direction of a designated administrative officer (e.g., vice-chancellor, vice-president, dean, director, or coordinator). All policies and regulations affecting special activities should be formulated by the administrative officer in conjunction with and as a part of campuswide administrative and academic advisory groups.

The principle that community services should be accorded equal status with other major programs is paramount.

What are the qualifications of the community services administrator? Ervin Harlacher reports from a survey of 104 community college campuses, as follows: "While there is not universal agreement on the job description, community college leaders emphasize that the most effective administrator of these programs is one who possesses."

1. Sufficient educational background to be able to work with the college staff in a major administrative position, including course work in the community college. (At least one postgraduate degree would be required unless the person had considerable experience as an educational administrator).
2. Professional experience in community service, community development, community action, community relations, university extension and/or adult education programs.
3. Ability to work with other leaders of all types. (Telling people what they need is no sure method of interesting them in acquiring it. A great deal of tact and human relations skill are needed if the potential service of the college is to be realized).
4. Knowledge of the college community or of the various communities within the district or service area. (This is not the same type of knowledge that same phrase would have implied five to ten years ago. Today this means familiarity with political forces, with the concerns of differing ethnic and economic groups and sub-groups. It means having some degree of knowledge of the agencies already serving these communities and of the gaps in that service.

The internal organization and administration of the community services office will be adapted to the community served and to local conditions and

resources. The principle to be observed is to structure in the organization an adaptability to change as desired types of services adjust to changing community patterns. An adequate full-time staff means sufficient personnel with enough time allotted to organize and expedite services and activities included in the program.

A program of community services should be community oriented rather than college or campus oriented. The most useful management tool is a district wide master plan for community services which translates objectives into specific programs, provides a basis for evaluation of progress and allows for revision and updating to meet changing community needs.

The organization of a continuing education and community services department must take cognizance of two prime factors: the goal of the continuing education program and the population to be served by the program. These two factors, goals and population, not only help define the organizational structure of the department but they also help define and determine what the programs themselves shall be and help give direction to the program management.

Goal Setting

The goals of a continuing education program are to a large part determined by the way in which continuing education is seen and defined by various administrative sectors of the college. Continuing education programs can mean different things to different people. Murphy (1969) states that the continuing education can mean adult education, all "after 5:00 education", non-credit courses, programs not in regular catalogs and/or all part-time students. Myran (1971) sees continuing education or community services as serving all socio-economic segments of the community as being a function of

the entire college and not just that of the continuing education department thus being better equipped to serve in particular the disadvantaged population. These two diverse definitions bring into focus one of the prime problems faced by a continuing education director: that of defining the population to be served. Therefore, the factors of goal setting and population determination are not distinct and independent factors but rather are very closely interrelated.

Population Determination

For a comprehensive community college the population to be served is everyone within the service district of the college. This includes community agencies, adults, disadvantaged and community interest groups. Obviously, the resources available to the college and the continuing education department are not unlimited. Therefore, the problem in population selection is not so much what the problem is but rather which particular populations you will serve at any given time. The continuing education department must select those population groups which it feels it can best serve. It must then design and select those programs which will meet those specific needs. This process of population selection leads us back to the other factor of goal setting.

Goal selection is a priority setting system. The goal selection process must determine which particular problem areas are most critical. Myran (1971) states that community agencies, adults and the disadvantaged are the most important groups to be served. He sees extension centers, public forums, job training programs, service to government and social agencies and cultural programs as the most important areas of concern.

It is necessary to re-emphasize the importance of population definition and goal selection. Unless the continuing education department, and especially the director, takes the time to carefully select the priorities it is going to work for, it will find the resources of the continuing education department spread too thinly to do an adequate job in those areas to which it would like to devote attention. The ideal situation would be to be able to do all things for all people. However, the resources are sometimes not available to do that. Therefore, it is necessary to make an extremely hard choice among the many alternatives presented to the department. To reiterate, it is necessary to define the population which has the most critical need for the services that can be offered. Then it is necessary to select goals for the department and for the programs which are consistent with these population needs.

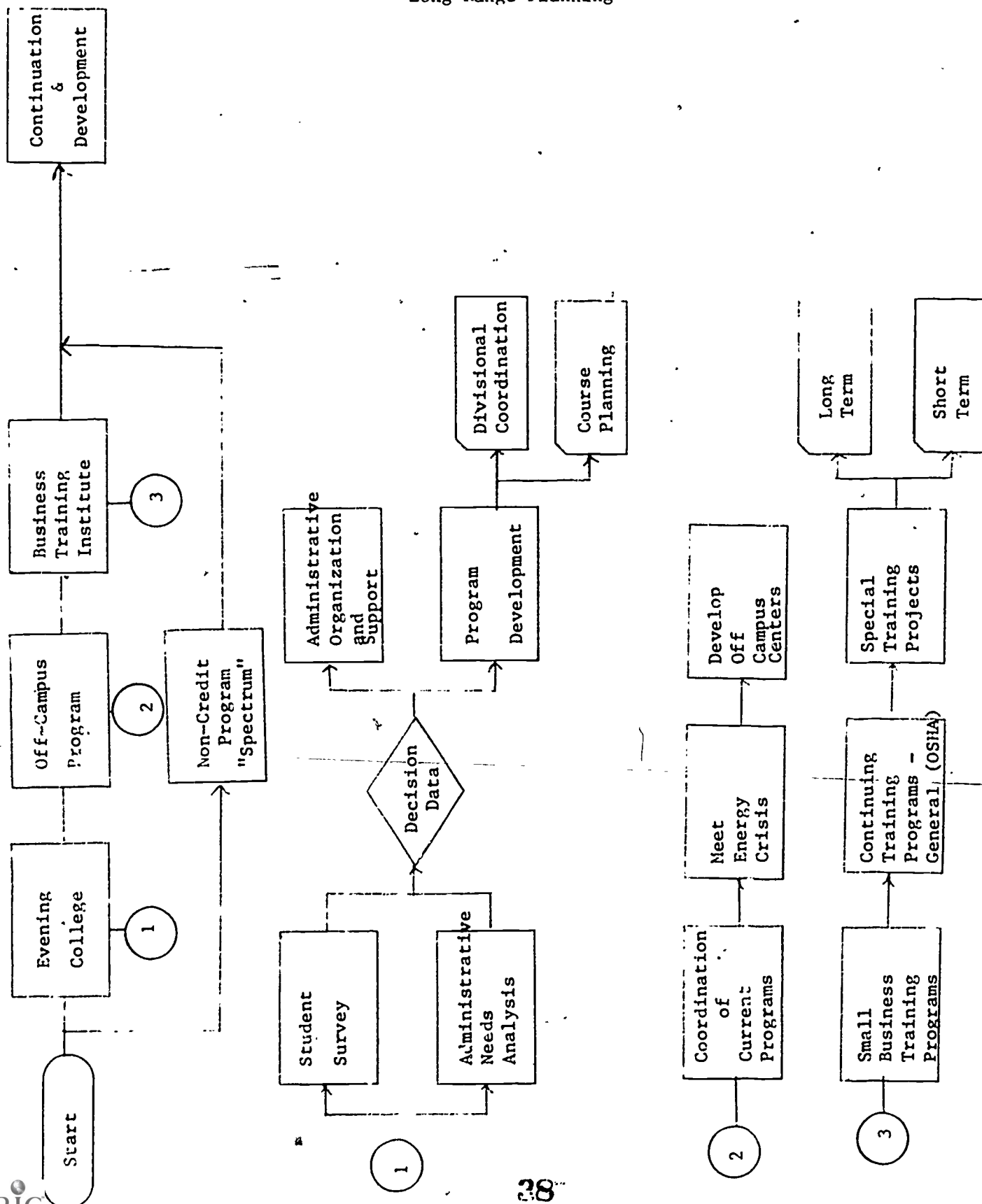
When organizing or reorganizing a continuing education department, three activities should be pursued initially. The first two as mentioned above are goal setting and service population determination. The third activity is to develop a long-range plan.

Long Range Planning

The long-range plan is critical because it requires a careful examination of goals and resources. If the goals are properly defined, the available resources can be allocated in the most efficient manner to obtain those goals.

An example of a long-range plan is included for information purposes. As can be seen from this plan, three specific problem areas were defined. These three problem areas then became the first three goals to be attained. A plan of action to solve the problems was then formulated. A portion of

Development of Goals and Objectives Long Range Planning



this plan of action was to determine population areas to be served. This plan has two benefits. First, it helped allocate resources. The plan helped direct the department's energy toward the solution of the goals. This was very beneficial because if this plan of operation has not existed with its accompanying discipline, the department would have diffused its resources in many areas. This is traditionally called "fire fighting." The second benefit of the long-range plan was that it helped direct activities of the continuing education department to keep it co-oriented.

It is important to mention at this time that flexibility is critical in developing a plan. The plan developed must have sufficient slack time in it to allow for unexpected delays or unplanned activities. PERT theory is of use in this situation. A critical path for a given program or plan is determined but sufficient slack time is allowed between project start and completion times to allow for contingencies. Also determining the critical path helps pinpoint those critical activities where delay will cause delay in the program completion date. A complete explanation of PERT theory is beyond the scope of this particular project. However, most good management textbooks contain detailed descriptions of PERT theory and its applications.

At this point the three most important activities have occurred: goal setting, population selection and basic long-range planning. The point has now been reached where development of our organizational structure is feasible.

Departmental Organization - Community Services/Continuing Education

The organizational structure must be designed to conform to the parameters which have been previously established but it must also be responsive to change both immediate and long-range.

The placement of a community services/continuing education department is usually previously determined by the college administration. Unless you are fortunate enough to be able to determine where it fits, you will have to live with the placement. Ideally, the community services/continuing education department should report directly to the chief academic officer of the institution and should be placed on a level equal with that of the other senior academic administrators.

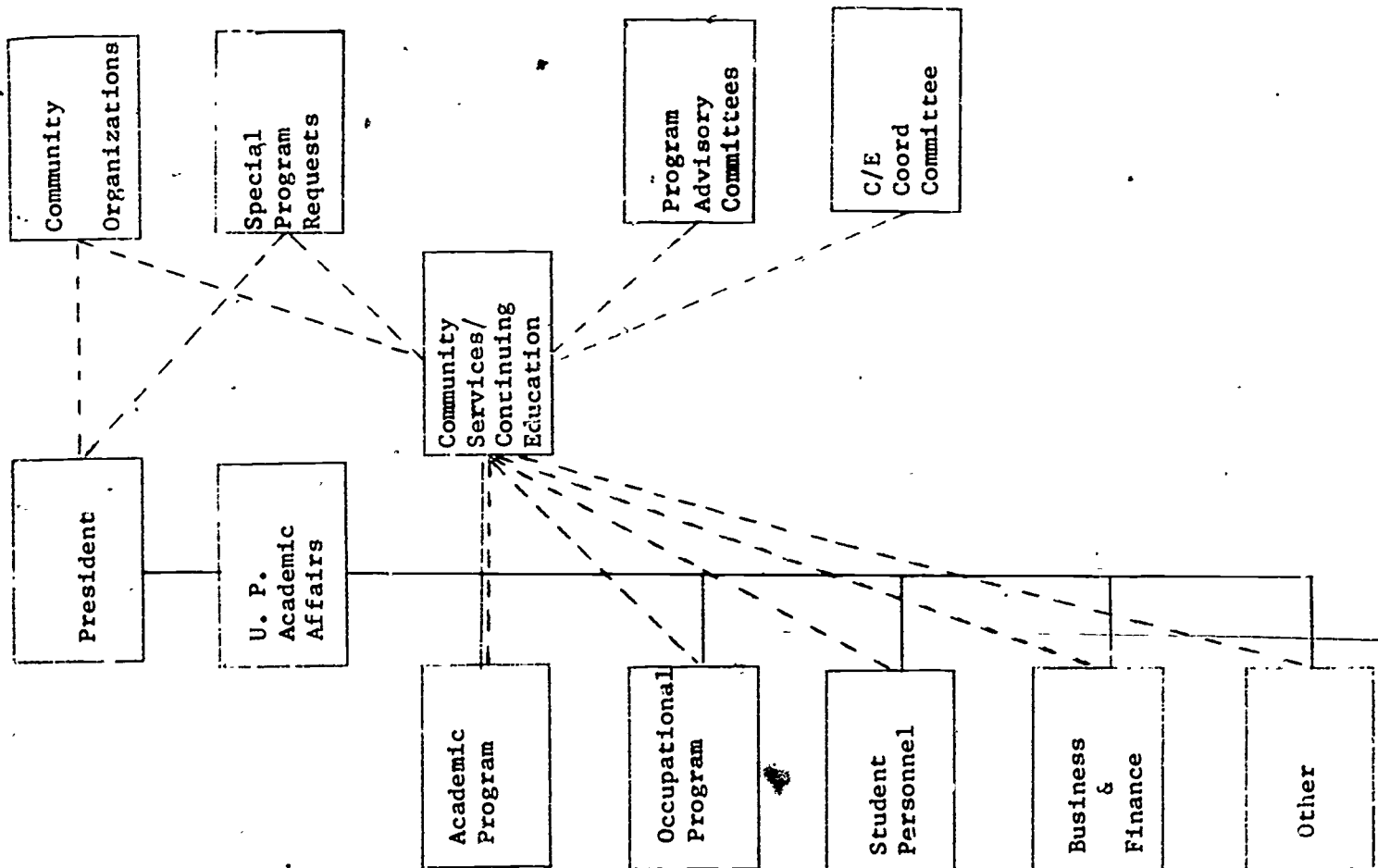
The second feature of the organizational structure (Chart A) is that it have a vehicle for receiving input from the various involved publics. These will include other academic administrators, the chief academic officer, the faculty, and the service population. The service population can be better handled if an advisory committee is available to provide some of the input; however, there must still be input from the public at large for two reasons. First, to provide a continuing source of information on new needs which develop and second, to provide a feedback device on currently operating programs. Advisory committees and other academic donations will provide good information but it will tend to be rather consistent and not allow the full flexibility that a continuing education program requires.

The internal organization of the community services/continuing education department will be determined by two factors. The available resources and the planned programs. The organizational chart of the department will in all probability never be very complicated unless you develop an

Role of Continuing Education in overall organizational structure and publics which provide input

SINGLE CAMPUS

CHART A



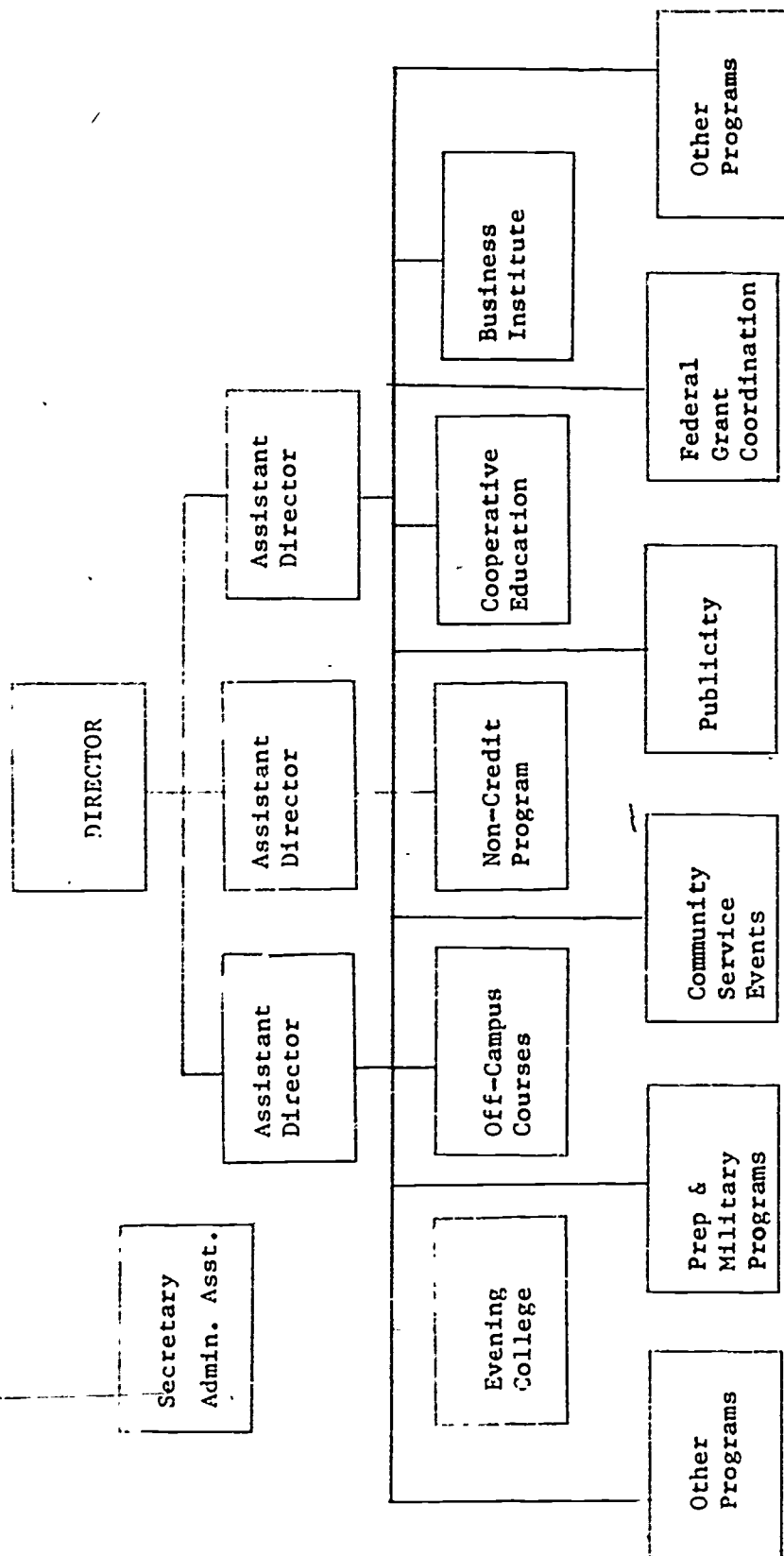
extremely sophisticated and extensive organization. An example of a simple organizational chart is included for information purposes. As is illustrated by the chart (B), the structure of the department is determined to a large part by the programs which either exist or which are contemplated.

By structuring the internal organization of the department in terms of the programs which will be offered, you can accomplish several aims. First, you will know exactly which programs are currently operating. More importantly, however, it will permit the subdivision responsibility for various programs, permit an effective mechanism for accountability, allow assignment of new problems in relation to old problems as a way to keep the work loads balanced and facilitate program maintenance. These points are not only applicable to a department that has several people involved in it, but it is also applicable to a one-man department. This organizational subdivision helps the single director to budget his time most efficiently.

A specific organizational model cannot be presented in detail because it would be a structure for a specific set of programs and as has been mentioned above, flexibility is important to any organizational structure. The programs which are being planned or are currently operating determine the organizational structure, not vice versa. However, a model is included which illustrates possible organizational structure.

Program Management

The problems of managing a program are somewhat similar to the problems of an organization. You must set your goals. However, the goals defined now will be more specific and focus on the specific objectives of a given program. You must also select the population, but, you are now



INTERNAL ORGANIZATION OF A COMMUNITY SERVICES/CONTINUING EDUCATION DEPARTMENT

CHART B

speaking of a specific target population for a specific program.

One of the most important projects now necessary is to develop a specific operating plan which would guide the development and completion of a specific program. A quality program will only result if the specific plan is established. This plan must be timely. Take the time to plan the program because this will insure total completion of all the necessary components of the program as well as alerting you to potential bottleneck and problem areas.

Early involvement of prospective clients and program users will also help insure program success. They will be more involved in concern with the program. Help them publicize the program and insure that the program is relevant to client needs. They will also help tailor the program to specific group needs.

One critical factor in establishing a program plan is to include a feedback mechanism at several points. This will help keep the program on line and goal directed and provide an evaluation tool on the progress and success of the program. The developmental plan for two programs is included for reference purposes. It is hoped that the reader will be able to take the principals of program planning and apply them to programs in which he is current involved.

The first program plan presented was used for special training project for the Columbia Yacht Corporation (Chart C). Columbia Yacht builds fiberglass sailboats. They were a party to a contract with the National Alliance for Business JOBS Program. ~~The specific program was to employ~~ 50 disadvantaged workers at an expanded Columbia Yacht facility. The diamonds in the program flow chart indicate decision points. These decision points are part of the feedback mechanism which insures that either it is feasible and possible to continue the program or to insure that the

CHART C

PROGRAM PLAN FOR COLUMBIA YACHT PROJECT

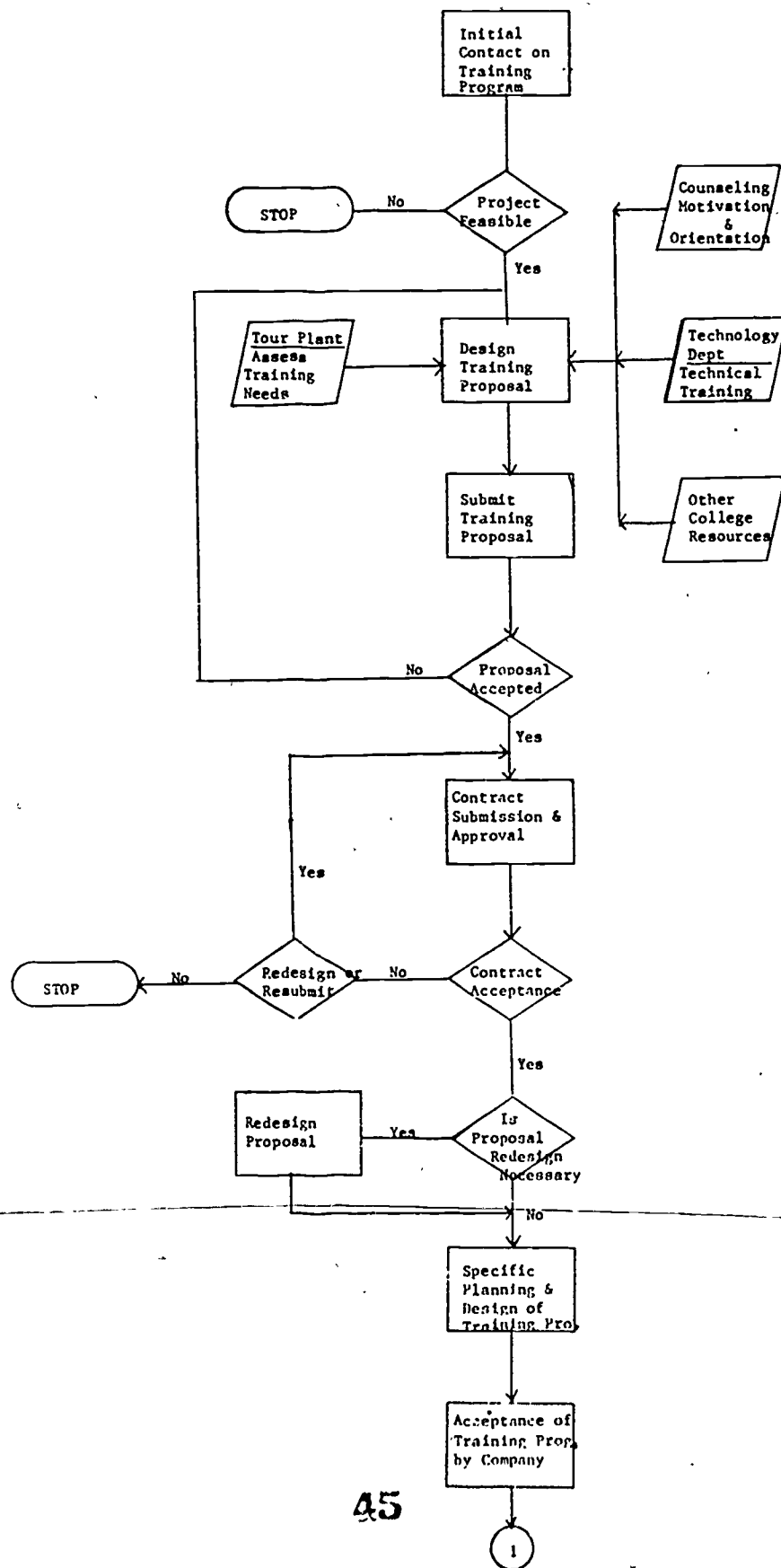
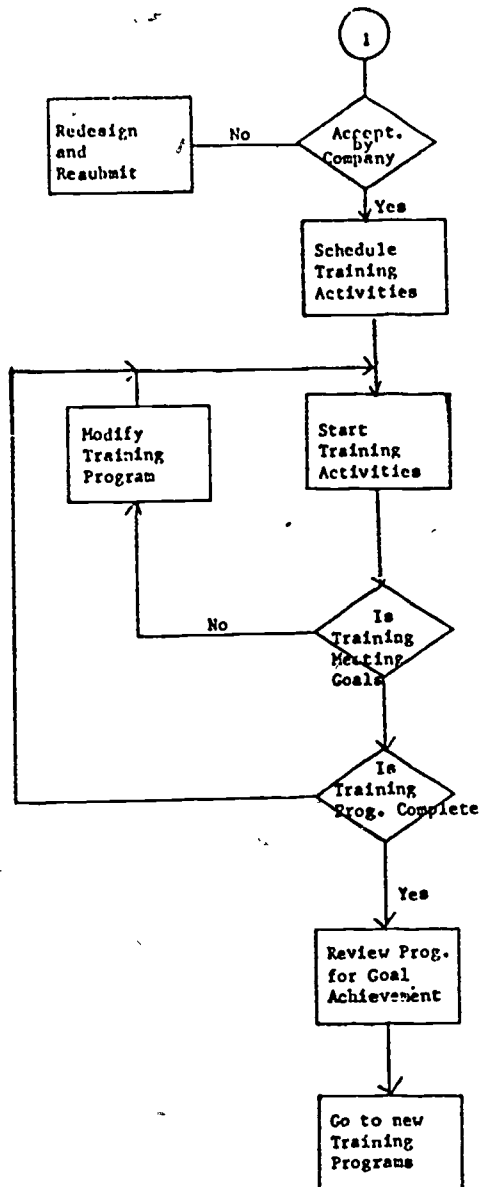


CHART C (continued)

PROGRAM PLAN FOR COLUMBIA YACHT PROJECT



program is the best possible. Notice that the first decision point occurs immediately after the initial contact on the training program to decide the feasibility of the project. To go back to an earlier point you cannot be all things to all people so a decision must be made as to whether the project is within the resources of the college or the continuing education department. The next phase of the project was to design the training proposal. Notice the various inputs coming into the proposal design, both an assessment of the training needs as well as input from various departments of the college who would be involved in the training. The next decision point is on whether the proposal is accepted or not. If the proposal is rejected, it must be redesigned and that feedback circuit is also enclosed. The contract is then submitted for approval and the next decision point is whether the contract is accepted or not. If the contract was not accepted, a redesign and/or resubmission may be necessary. It may also be possible that the contract ~~that~~ is finally accepted will be slightly different in design from the initial training proposal. Therefore, redesign may be necessary. The program then moves into the specific planning and design phase, the acceptance by the company and notice again, if the company does not accept the final training program, it must be redesigned and resubmitted. One of the most important feedback loops in the program occurs after the training activities have begun. It is necessary to assess whether the training program is meeting the goals that have been established. If not, the training program should immediately be modified before successive groups re-enter the program. Also, the very last phase of the program is a review component. This review component is similar to a debriefing session. The program and its accomplishments

are reviewed to see if the stated goals were achieved. If not, sufficient learning can occur at this point so that future training programs will be designed in such a way that goals will always be achieved.

The second planning program which is enclosed is the implementation phase of a day care center project (Chart D). The first phase of the program was a feasibility study on the advisability of starting a day care center. Notice the first decision point is whether the recommendation of the feasibility study committee is accepted. The rest of the project flows in a manner somewhat similar to the previously described program. Again, the diamonds indicate decision points. The frequency of decision points indicates the constant feedback and program assessment that occurs. This particular program will also serve as a guideline. Once the program sponsor has been designated, this particular flow chart can be used by the sponsor of the activity to determine which activities are necessary to start the day care center and what the appropriate sequence for the various activities is. Notice also that the various decision points are located so as to stop the planning of the program if at some point it appears that completion is neither feasible nor possible.

Program management consists of two phases. The first phase has been described above. This is a planning phase. The planning phase is probably as critical as anything which will occur. The necessity for adequate planning cannot be sufficiently stressed. If a program is to be optimally affective, it must be adequately planned. The second aspect of program management is the implementation phase. Once you have decided what it is you have to do and when it is you have to do it, then all that is necessary

CHART D

PROGRAM PLAN FOR DAY CARE CENTER IMPLEMENTATION

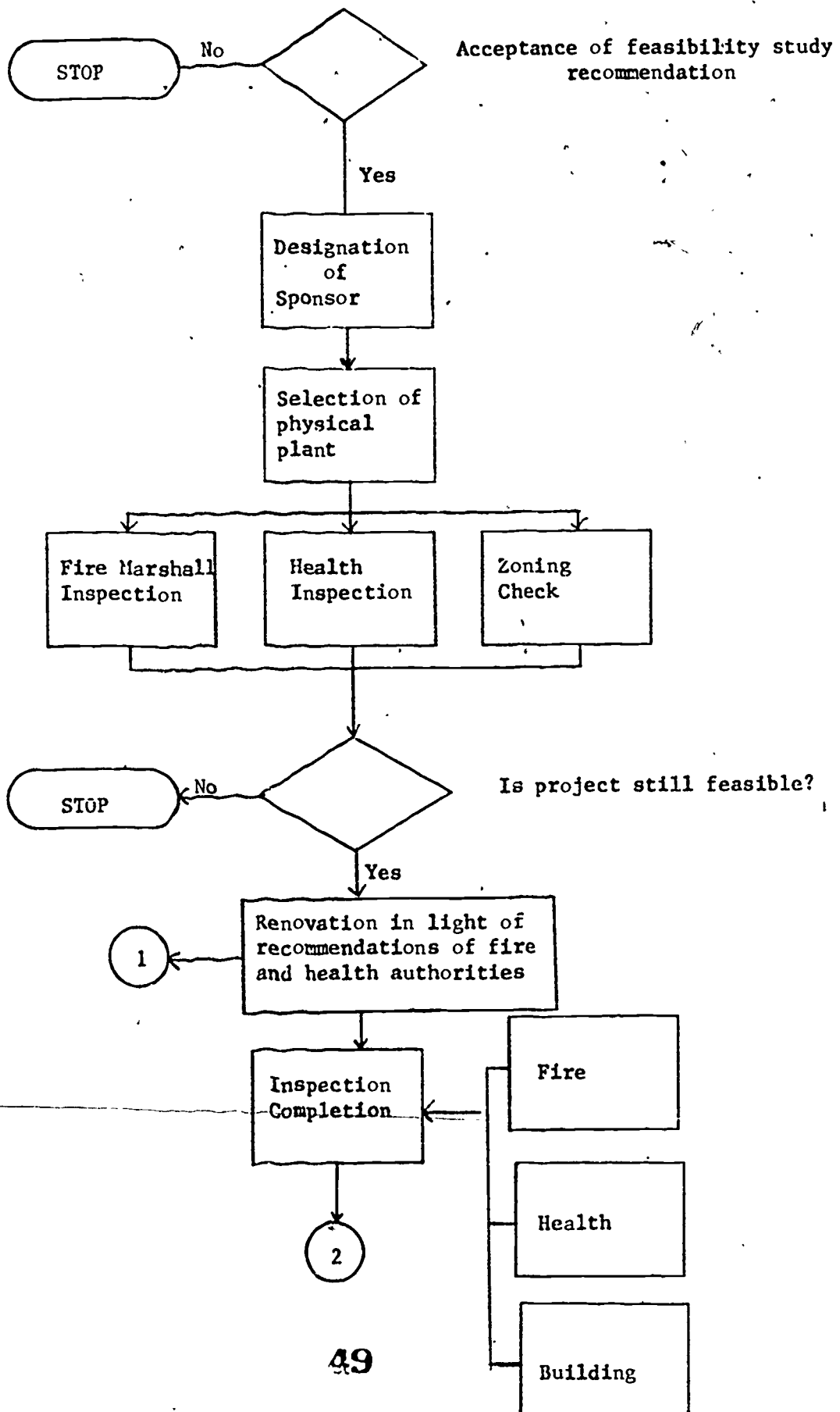
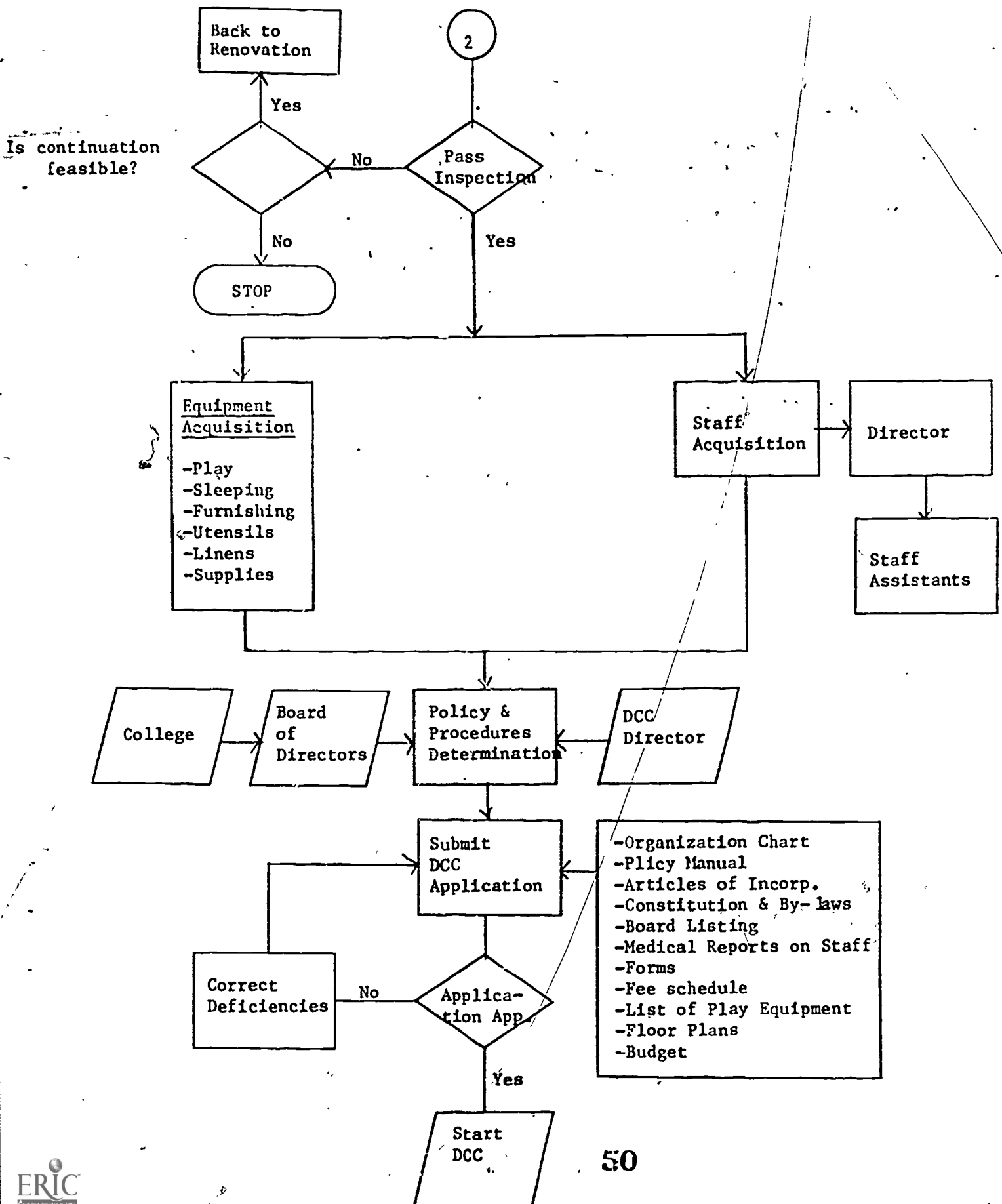


CHART D (continued)

PROGRAM PLAN FOR DAY CARE CENTER IMPLEMENTATION



is to do it. It is somewhat similar to a road map. Once you have decided where you are going, all you have to do is guide yourself until you reach your destination. However, the reader should be cautioned that in the same way that unexpected things can happen on the road unexpected things can also happen in program plans. Therefore, sufficient flexibility should exist for modification and adjustments as necessary.

Conclusion

The management process is not an isolated process of organization and program planning. The continuing education department must function as part of the college administration. Therefore, when considering any community services/continuing education program, the director must also give his attention to the financing of the program, the impact of advisory bodies, the problems and benefits of internal and external communications, and the involvement of other agencies in the program.

Program Evaluation

Program Evaluation

There are many techniques of program evaluation and samples of instruments can be easily found. Many standard program and teacher evaluation instruments used in academia can be modified for simple evaluation purposes. Most community colleges are engaged in standard evaluation processes in their traditional programs and community services/continuing education programs should also be subject to the accountability process. In truth most credit or non-credit courses offered through the continuing education division are already being evaluated both for content and for quality of instruction.

Of equal importance is an evaluation of the entire system of community services. Not only its administrative function but the philosophy, the programs, finances, citizen input, learning resource centers and public relations should be assessed periodically to determine whether or not objectives are being met. It becomes a very informal but serious accreditation self study but because of the fluidity of development it should be managed annually much as management by objectives as a means of self revelation. We call the process an audit simply because it assumes an objectivity which is important to maintain.

Evaluation of Community Services/Continuing Education

The management audit is an effective tool which may be used by deans or Directors of Community Services to appraise the overall performance and effectiveness of the administrative unit for community services. The audit, when used in conjunction with continuous evaluations of specific programs and instructors, will enable deans or directors to discover the strengths of the administrative unit and its programs; more importantly it will result in the discovery of weaknesses where improvements are needed.

The Purpose of the Audit

The purpose of the audit is to suggest areas where improvement is needed. Consequently, the most important responsibility of the dean or director, as the manager of the community services unit, is to follow-up the appraisal with specific plans for correcting deficiencies. This requires knowledge of and the ability to implement the five functions of management--planning, organizing, directing, coordinating and controlling. All of these functions come into play as the dean or director follows up the audit with specific remedial action.

Who Should Conduct the Audit

Since the dean or director is responsible for assuring that all possible improvements are being made, he or she must necessarily insure that the audit is conducted in an objective manner. Initially, the dean or director, with the assistance of a committee composed of his staff and/or selected faculty, may wish to conduct the audit. Later, he may choose to use the services of a consultant, perhaps another dean or director with known expertise or the person who teaches the continuing education/community

services courses at a nearby university. Use of outside consultants is recommended since they may bring to the attention of the dean or director possible improvements which may have been overlooked by an internal committee.

When Should the Audit be Conducted

As a general guideline, the audit should be conducted at least annually and more often if previous audits have resulted in several changes. After several appraisals, attention may be given primarily to those areas in need of improvement or when efforts are being made to bring about a desired change.

A Guide to Conducting the Audit

A suggested guide for conducting the audit is given in Part I below. Since the objective of the appraisal is to identify areas which need improvement, it is recommended that two related records be made as each rating is recorded: (1) the conditions and factors which cause a no answer, and (2) the suggestions for improvement corresponding to each no answer.

As will be noted, the items on which ratings are to be recorded are grouped into 15 major categories. These categories correspond closely to the suggested guidelines for conducting an institutional self-study under Standard IX of the Southern Association of Colleges and Schools. Hence, the management audit, when conducted annually and on an objective basis, serves as a year-end review of overall operations and automatically updates the special activities section of the institutional self-study for accrediting or reaccrediting purposes.

Guides to Conducting Specific Program and Instructor Evaluations

The management audit is not a panacea. It should be conducted in support of continuous formal and informal evaluation techniques. As a guide to a more complete program of evaluation, additional formal instruments of specific program and instructor evaluation are provided in Part II below. When supported by informal observations, meetings and discussions, the management audit and the application of more specific evaluation tools will result in an effective evaluation program for the community services Dean or Director.

PART I

SUGGESTED GUIDE FOR CONDUCTING
A MANAGEMENT AUDIT OF A
COMMUNITY SERVICES/CONTINUING EDUCATION

UNIT

AUDITING AND APPRAISING THE OVERALL PERFORMANCE
OF THE ADMINISTRATIVE UNIT FOR COMMUNITY SERVICES

KEY AREAS AND QUESTIONS	Yes	No *
A. <u>THE COMMUNITY COLLEGE AND THE COMMUNITY SERVICES FUNCTION</u>		
(1) 1. Is the community services function reflected in the purpose of the college?		
(2) 2. Do the administration and faculty support the philosophy of community services?		
B. <u>THE COLLEGE AND THE ADMINISTRATIVE UNIT</u>		
(3) 1. Does the college have an identifiable administrative unit which has primary responsibility for community services?		
(4) 2. Are all community services activities coordinated with the administrative unit?		
(5) 3. Does the official name of the unit (i.e., department, division, community services, etc.) adequately portray the scope of the program?		
C. <u>THE OBJECTIVES OF THE ADMINISTRATIVE UNIT</u>		
(6) 1. Are the objectives of the administrative unit clearly stated, up-to-date and understood by college personnel?		
(7) 2. Are the types of programs conducted by the administrative unit compatible with the objectives of the unit?		
D. <u>THE ORGANIZATIONAL STRUCTURE OF THE ADMINISTRATIVE UNIT</u>		
(8) 1. Does the structure clearly indicate the source of authority for community services?		
(9) 2. Is the structure consistent with the objectives of the administrative unit?		
(10) 3. Does the structure make it possible for the administrative officer to function effectively?		
(11) 4. Is the administrative officer responsible for formulating and implementing policies and regulations affecting community services?		

* A more discriminate scale is suggested.

KEY AREAS AND QUESTIONS	Yes	No
<p>(12) 5. Is the administrative officer a part of the campus-wide administration and advisory groups to the chief administrative officer of the college?</p> <p>(13) 6. Do procedures within the institution for establishing new programs and inter-institutional agreements and arrangements recognize community services as an integral part of the total institution?</p> <p>(14) 7. Does the position description of the administrative officer adequately describe his responsibilities?</p> <p>(15) 8. Does the structure facilitate coordination between the administrative officer and other administrative personnel with respect to programs and staffing arrangement?</p>		
<p>E. <u>THE FINANCIAL STRUCTURE OF THE ADMINISTRATIVE UNIT</u></p> <p>(16) 1. Does the administrative unit operate under a clearly identified budget on a fiscal year basis?</p> <p>(17) 2. Is the budget for the administrative unit prepared and administered by the administrative officer for the unit?</p> <p>(18) 3. Is the budget consistent with college policy for support of all units operating within the institution?</p> <p>(19) 4. Are financial resources other than registration fees available to the administrative unit?</p> <p>(20) 5. Is financing adequate to meet objectives and plans?</p> <p>(21) 6. Does the administrative unit obtain adequate support services from the financial unit of the college.</p>		
<p>F. <u>THE STAFFING PATTERN OF THE ADMINISTRATIVE UNIT</u></p> <p>(22) 1. Is the administrative staff sufficient to provide for program planning, growth, development, coordination, supervision and control?</p>		

KEY AREAS AND QUESTIONS	Yes	No
(23) 2. Is the secretarial and clerical staff adequate to conduct routine duties, maintain adequate c.e.u. and related records, and provide support for unanticipated programming needs?		
G. <u>THE COMMUNITY SERVICES FACULTY</u>		
(24) 1. Is the faculty staffing procedure adequate to maintain academic quality?		
(25) 2. Does the administrative unit have a staff of full-time coordinators?		
(26) 3. If applicable, are full-time faculty accorded the same recognition and benefits as other faculty and staff of the college?		
(27) 4. Are the methods employed in determining faculty qualifications and competence significant?		
(28) 5. Is there a clear-cut line of communication between the administrative unit and other units of the college with respect to utilization of faculty from other units?		
(29) 6. Are there set policies governing the amount of teaching allowed, overloads, and compensation for full-time faculty from other units teaching or conducting community services activities?		
(30) 7. Are faculty evaluated regularly?		
(31) 8. Do the evaluation techniques employed permit students and instructors to communicate constructive criticism and suggestions to the administrative officer?		
(32) 9. Does the administrative officer have the right of approval for faculty, whether full-time from another unit or part-time, to teach or conduct a community services activity?		

KEY AREAS AND QUESTIONS	Yes	No
<p>H. <u>COLLEGE FACILITIES AND THE ADMINISTRATIVE UNIT</u></p> <p>(33) 1. Is the administrative unit represented on campus-wide facilities planning committees?</p> <p>(34) 2. Are support services, such as janitorial and security, provided for equally between the administrative unit and other units of the college?</p> <p>(35) 3. Does the administrative unit have easy access to the use of college facilities throughout the campus?</p> <p>(36) 4. Are facilities adequate to meet programming needs?</p>		
<p>I. <u>THE PROGRAMS OF THE ADMINISTRATIVE UNIT</u></p> <p>(37) 1. Is the method of assessing community needs adequate?</p> <p>(38) 2. Are the purpose and objectives of each program clearly stated?</p> <p>(39) 3. Are continuing education units, where applicable, awarded in compliance with the policies of accrediting agencies and organizations?</p> <p>(40) 4. Are there clear channels of communication between the administrative unit, faculty, and students?</p> <p>(41) 5. Are programs diversified, timely, and innovative?</p> <p>(42) 6. Are adequate facilities and support services, such as library materials, provided for off-campus programs?</p> <p>(43) 7. Are programs evaluated systematically?</p> <p>(44) 8. Are appropriate unit heads involved in program planning?</p>		

KEY AREAS AND QUESTIONS	Yes	No
J. <u>THE ADMINISTRATIVE UNIT AND STUDENT SERVICES</u>		
(45) 1. Are special developmental studies offered, where needed, for community services students?		
(46) 2. Do student services policies relate directly to the nature, character, and need of the community services student?		
(47) 3. Do procedures pertaining to such student services as counseling, academic advising, registration, and bookstore operations adequately recognize and meet the needs of the community services student?		
(48) 4. Has provisions been made for periodically communicating pertinent information to community services students?		
K. <u>THE ADMINISTRATIVE UNIT AND THE ADMINISTRATIVE OFFICER</u>		
(49) 1. Is there evidence of both short-range and long-range planning?		
(50) 2. Are routine operating procedures reviewed periodically?		
(51) 3. Are policies written, well-defined, uniformly understood, accepted and followed?		
(52) 4. Within the administrative unit, is there a clear-cut organizational plan complete with written job descriptions?		
(53) 5. Within the administrative unit, are lines of command, source of advice, and channels of communication definite, clear-cut, and followed?		
(54) 6. Are administrative staff periodically appraised for performance?		
(55) 7. Is an effort made to provide satisfaction of security recognition, expression, opportunity and sense of belonging to the community services team?		

KEY AREAS AND QUESTIONS	Yes	No
<p>(56) 8. Does the administrative officer strive to make working conditions pleasant and productive?</p> <p>(57) 9. Does the administrative officer encourage the utilization of formal and informal techniques of maintaining control, keeping informed, and using controls as a basis for future planning?</p>		
<p>L. <u>THE ADMINISTRATIVE UNIT AND THE LEARNING RESOURCES CENTER</u></p>		
<p>(58) 1. Does the library support the community services program through such activities as providing reference materials related to specific program offerings and making its services available to the community?</p> <p>(59) 2. Do audio-visual and learning laboratory personnel support the community services program by providing instructional aides and programmed learning activities?</p>		
<p>M. <u>THE ADMINISTRATIVE UNIT AND TOP ADMINISTRATION</u></p>		
<p>(60) 1. Does top administration actively support the community services program?</p> <p>(61) 2. Does top administration insure that all channels of communication remain open up and down the chain of command?</p> <p>(62) 3. Does top administration continuously strive to provide resources needed to conduct an effective community services program?</p>		
<p>N. <u>THE ADMINISTRATIVE UNIT AND CITIZENS ADVISORY COMMITTEES</u></p>		
<p>(63) 1. Does the administrative unit effectively use advisory and/or planning committees?</p> <p>(64) 2. Do advisory or planning committees actively promote and otherwise support the community services program?</p>		

KEY AREAS AND QUESTIONS		Yes	No
O. <u>THE ADMINISTRATIVE UNIT AND PUBLIC RELATIONS</u>			
(65)	1. Is the public relations unit of the college helpful in promoting community services programs?		
(66)	2. Does the administrative unit insure that every effective means of mass media are utilized in program promotion?		
(67)	3. Are the administrative officers fully aware of their relationship and responsibilities to the community?		
(68)	4. Are administrative officers fully aware of and concerned regarding the effect of college and administrative unit policies and operations on public opinion?		

PART II

SUGGESTED INSTRUMENTS OF
PROGRAM AND INSTRUCTOR EVALUATION

PROGRAM EVALUATION

So that continuous improvement may be realized in educational programs offered, your honest and sincere evaluation of the program is needed. Realizing that all areas of the evaluation cannot be anticipated, would you please respond not only to the items listed, but make additional comments you would like to share with those who presented the program. Thank you for your assistance.

- | I. Please check the appropriate blank . . . | Yes | No |
|---|-----|-----|
| 1. Do you think the instructor(s) were well prepared? | ___ | ___ |
| 2. Was there enough time in each individual class to cover the given topic? | ___ | ___ |
| 3. Did you like the way the program was organized and conducted? | ___ | ___ |
| 4. Did you find the topics interesting? | ___ | ___ |
| 5. Was the level of instruction appropriate? | ___ | ___ |
| 6. Were the objectives and purpose of the program met? | ___ | ___ |
| 7. Did the program meet your needs? | ___ | ___ |
| 8. Did the program offer adequate time to discuss individual problems? | ___ | ___ |
| 9. Would you recommend similar programs to your associates? | ___ | ___ |
| 10. Were the topics relevant to program objectives? | ___ | ___ |

II. Please comment on each question in Section I which you answered with a "NO:"

III. Please answer the following questions?

1. What was the most beneficial part of the program?

2. What was your chief criticism of the program?

3. Circle one of the following to indicate your general evaluation of the program.

SUPERIOR EXCELLENT GOOD FAIR POOR

4. Make any comments you wish concerning the program, classes, facilities, instructors, etc.

5. What other types of courses or programs would you like to see offered? (Credit or non-credit)

INSTRUCTOR EVALUATION

This rating sheet is used solely by instructors who are interested in improving their teaching performance. The aims of this evaluation will be achieved only if your answers are thoughtfully considered, honest, and truthful. Do not write your name or any other identification on the sheet. Under each heading check one block which in your opinion best describes the professor or the instruction which he has provided in the course.

1. INSTRUCTOR'S KNOWLEDGE OF SUBJECT:

☐

Well versed in
subject and its
application

☐

Knew subject but
not practical
applications

☐

Knew only what
was in the
textbook

☐

Poor knowledge
of subject and
its application

2. ORGANIZATION OF THE COURSE:

☐

Consistently
well organized

☐

Usually well
organized

☐

Usually
disorganized

☐

Consistently
disorganized

3. PRESENTATION OF THE COURSE CONTENT:

☐

Clear and well
illustrated

☐

Usually clear
and well
illustrated

☐

Seldom clear
and well
illustrated

☐

Generally
confusing and
poorly
illustrated

4. ABILITY TO AROUSE INTEREST IN SUBJECT:

☐

Interest
usually ran
high

☐

Students fre-
quently showed
interest

☐

Students occa-
sionally showed
interest

☐

Students seldom
showed interest

5. ASSIGNMENTS:

☐

Always definite
and pertinent
to the course

☐

Usually definite
and pertinent to
the course

☐

Usually
indefinite

☐

Always indefinite

6. TEST COVERAGE (IF APPLICABLE):

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Covered important material and of correct length | Covered important material but too long | Covered insignificant material but fair in length | Covered insignificant material and too long |

7. CLARITY OF TESTS (IF APPLICABLE):

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Always clearly stated | Usually clearly stated | Usually poorly stated | Misleading |

8. GRADING (IF APPLICABLE):

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Always fair | Usually fair | Usually unfair | Always unfair |

9. IN YOUR OPINION THIS TEACHER WAS:

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Excellent | Good | Fair | Poor |

10. LIST ANY DISTRACTING MANNERISMS ON THE BACK OF THIS SHEET.

Obtaining Financial Support
for Community Services Programs

Obtaining Financial Support for Community Services Programs

Our commitment to a program or to an institutional focus is reflected in our financing of that program. We have a responsibility to work toward making community programming a part of the regular college funding. Until that goal is achieved we must be creative and diligent in our efforts to obtain financing for community oriented programs. The sources of financial support include all who may benefit from the results of our programs. If a program is truly in the community interest, all community organizations and institutions should be enthusiastically support it. If we truly believe our responsibility is to our community and that our programs are responsive to community needs, we should extend ourselves to the limit to obtain financial assistance for these programs.

The educational needs of a community are as vast as the populace served by a college. There is no shortage of problems. What is needed is the vision to recognize and accept these challenges, the creativity to devise a vehicle that would generate realistic, concrete results and the commitment to mobilize the needed resources to make the service a successful reality. The most important aspect of these resources is the financial support for conducting community service programs.

The following are general statements regarding finance options for community service/continuing education programs:

I. Regular College Funds

In those states and community colleges where established or permitted, the college's regular funds may be used for community services programs. However, at colleges in states where this is not the rule, it is vital that every effort be made to develop a sense of urgency on the part

of college administrators, state board of regents, state boards of education and state legislatures to make such funds available so that meaningful continuing programs of community services are not hamstrung by the necessity of being able to conduct only isolated community services classes and then only after monies for the programs have been found, program by program, course by course. If community services is, in fact, as equal and as significant a part of community college education as are university parallel and occupational-technical education, then it should have available to it the same sources and as proportionate an amount of funds as do the other divisions of an institution. The role of community services in community colleges is too important, too vital, too urgent for it to be anything less than the very best that our creativity, our work and our dedication can produce.

II. Local Funding Options

- A. Community service tax--some localities have a certain percentage tax override per \$100 of assessed valuation.
- B. General appropriation for community services--local political subdivisions sometimes earmark money for community services.
- C. Community support--financial assistance from a community group (business, industry, civic, private group) sponsoring a given short course or seminar. Also, an individual citizen may make financial contributions to community service programs.

III. State Funding Options

- A. General appropriation for community services--this could come through the state legislature in the college or system budget request.

- B. Non-credit state funds--this source of funding might be based on clock or contact hours.
- C. State agencies--certain state agencies (vocational rehabilitation, etc.) will pay the entire cost of a program for their clients.
- D. Grants--SLEEP (State Law Enforcement Education Program), etc.

IV. Proposal Writing

Since no two projects are exactly alike, no two proposals are exactly alike. If you have ever discussed proposal writing with individuals involved in this activity, you probably found that no two agree completely on the best way to prepare such a document and have it accepted. The following is a pattern which has potential for assisting you develop meaningful, fundable proposals.

- A. Know your community. Become thoroughly familiar with the community affected by your proposal by accumulating and studying Bureau of Census figures, County Welfare Department figures, Board of Education enrollment statistics, and other pertinent population data.
- B. Develop the basic idea. At this initial stage of writing, your proposal should be both general and specific.
- C. Identify your resources. Develop a section in your proposal in which you have clearly outlined the college's commitment, personnel, facilities, and equipment which will be brought to bear on the project. You should be careful at this stage to clear internally within your institution those resources which you are committing to the proposal.

- D. Determine appropriate funding source. At this point, make your initial contact with the funding source.
- E. Develop proposal more fully. Based on your initial meetings or analysis of the guidelines, your proposal should now start taking form according to the specifications which have been developed, including a tentative budget.
- F. Discuss proposal with appropriate administrative units. Now that your proposal is taking more definite form, meetings with your appropriate college administrators are in order. If this is a Federal project, no further development should take place until your president is fully informed of the direction in which you are going since he alone can commit the college to such a project.
- G. Consult with affected departments, institutions, or agencies.
A project rarely takes place in a vacuum. Almost invariably it will affect or influence the functions or procedures of other college departments, other educational institutions in the community, or governmental or private agencies. You should determine who will be influenced or affected and hold meetings with them to obtain their recommendations for clarifying improving, expanding, or reducing the scope of your proposal. The difference between success and failure will often hang on the cooperation or resistance you receive from these various units.
- H. Discuss proposal with appropriate funding source official.
Now that the proposal has become reasonably crystallized and fairly well-defined, it should be discussed at length with a funding source official to clarify its intent and potential

for success. This is especially important when dealing with Federal funds. Ideally, this discussion should take place in person whenever possible; If this is not possible, then by telephone or by mail.

- I. Make recommended adjustments. As a result of the discussions, you should be prepared to make intelligent compromise. You should not be so eager to get the funding that you change the basic idea if this will result in an ineffective project that does not realistically help to solve your community's educational problems.
- J. Submit proposal. You should carefully complete the submission forms, obtain the appropriate authorization signatures (with Federal legislation this normally means the president and district business officer), prepare the appropriate number of copies required including sufficient for internal distribution and several extras for your files and then submit to the funding source.
- K. Make further adjustments. After the proposal has been submitted and carefully analyzed by the funding source, it may become necessary for you to make further adjustments to the proposal or budget, or to furnish additional information which they feel is necessary.
- L. Think positively. Think positively but be prepared for refusal. Your proposal may be refused simply because it was incomplete or unacceptable. However, many times a proposal cannot be funded because Congress does not appropriate sufficient funds or it cuts the funds which have been appropriated, or the appropriation

takes place too late for you to be able to use the funds, or for many other reasons beyond your control. If your proposal is not approved, but you feel that it has a viable rationale and it can make a significant contribution toward solving community educational problems, go back to step D, determining appropriate funding source, and start again.

An integral part of any proposal should be a means to measure the outcomes of the project to determine if they are consistent with the stated desired objectives. The evaluative statistics should honestly reflect the shortcomings and failures of the project as well as highlight its successes and accomplishments. A carefully prepared evaluation with well-defined recommendations for improving or expanding the project can become your strongest resource for obtaining new or enlarged funding.

As stated earlier, proposal submission is an arduous and trying task and you should not enter into it unless you and your institution are willing to see it through to completion. Many times a proposal will take over a year from its conception to approval or disapproval. This means your institution should be willing to finance the research and development which is necessary in the process of proposal preparation. Normally, the minimum amount of time, as outlined in the pattern, is three to six months if you are starting on your own from the beginning. However, there are times when you are placed in the fortunate position of being approached by a funding source and are requested to submit a proposal.

Summary

The approval of a proposal should be considered merely the beginning and the means for accomplishing an end, and not the end in and of itself. The acceptance of the responsibility for carrying out a project should always carry with it the willingness of the institution to extend itself far beyond what is typically and traditionally done at that college. The full resources of the institution should be made available and brought to bear on the funding sources to continue and expand their support of that college's programs.

V. Federal Funding

A basic problem with submitting proposals for Federal funding is determining which act and to whom the proposal should be submitted. To keep up-to-date with Federal Legislation, one should subscribe to a service such as:

The Guide to Federal Assistance for Education
Appleton-Century
1735 De Sales Street, N.W.
Washington, D.C. 20036

Federal Support for Adult Education
Adult Education Association
1225 19th Street, N.W.
Washington, D.C. 20036

Federal Funds and Services for the Arts (Catalog No. FS 5.250:50050)
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

The Foundation Directory
Russell Sage Foundation
230 Park Avenue
New York, New York 10017

The continuing education director should be aware of funding through manpower programs such as the Comprehensive Employment and Training Act of 1973. This special revenue sharing law gives the responsibility for administering job training and public employment programs to about 500 prime sponsors.

Examples of Federal Programs:

Vocational Education Act of 1968

Appalachian Regional Development Act of 1965

Higher Education Act of 1965 - Title I (Community Service)

Omnibus Crime Control and Safe Streets Act of 1968 (LEEP)

VI. Private Foundations Resources

The director of continuing education should be aware of state regulations governing the solicitation and acceptance of donations and gifts.

To more systematically analyze the objectives and appropriateness of foundations, you should obtain a copy of The Foundation Directory which lists over 6,000 foundations in the United States, explains their purpose and activities, shows financial data for each and lists the names of their officers and directors. It would appear logical that a starting point would be to explore those foundations primarily concerned with education, especially those within your own state, to determine their applicability to your proposal.

VII. Fees From Participants

Participants pay a fee for taking a course through continuing education/community services or participating in some form of community

Service, concert, lecture, seminar, etc. The fee charged to each participant should be sufficient to cover administrative expenses. It would not be feasible for the operating expense for the Continuing Education department (salaries, office supplies, equipment, etc.) to come from this source alone since a very extensive program would be necessary.

VIII. Rental Funds

Rental funds are generated by the rental of space or facilities on campus to individuals or groups.

Developing Interagency Cooperative Arrangements

Developing Interagency Cooperative Arrangements

The degree to which a community college may become involved in interagency cooperative relationships should depend on whether or not the relationship will permit the college to adhere to its philosophy and to accomplish its basic objectives. Community colleges by themselves do not possess adequate resources in terms of legislative authority, finances, personnel and facilities to resolve many significant community problems. However, a community college, working in conjunction with any number of other community service agencies, can be effective in dealing with community problems.

The process of developing positive interagency relationships requires that the director of continuing education and other key college administrators agree on the type of role which the college will attempt to develop in the community. To be effective in dealing with other agencies the official position of the college relative to "community services" should be clear and consistent. Toward this end the following kinds of pertinent questions should be considered and resolved by the college administration prior to developing interagency cooperative arrangements:

(1) Will the college attempt to demonstrate active support for all community groups and agencies?

Community groups enjoy varying degrees of support from local power structures. Active support for groups which may be "unpopular" with the power structure could have undesirable consequences for the college. The college may find it desirable to establish criteria to discriminate among community groups, some of which are highly representative of community attitudes and values and others which reflect narrow self-serving interest only.

(2) Will the college actively seek acceptance within the community as an originator of the community service function?

It should be determined if the college is willing to assume a passive or supplementary role given a certain set of circumstances as well as an active, leadership role in other situations. There are appropriate occasions for both types of role behavior. For a community college to have an effective community service program, it need not be perceived by the community as the originator of all worthy community services activities.

(3) Will the college appear to take a political position on important community issues?

Most significant community problems have a degree of "politics" associated with them. For example, problems related to adequate housing, employment, land use, the environment, urban growth, etc. all have political overtones. Should the appropriate college role be to advocate a specific solution to the problem or should it be to survey a variety of feasible alternatives? The college should determine whether or not to actively seek participation in all community problems or only "selected" ones.

(4) Will the college encourage and facilitate cooperative planning and programming?

In many rural areas, cooperative planning and programming means "regionalism." This regional planning concept, despite its many benefits, sometimes may be viewed as an encroachment of local autonomy.

(5) Will the college actively survey community needs and share the information with other community service agencies?

A variety of techniques can be used to gather information about community needs assessment. Citizen advisory groups can be an effective

way to get community input concerning community service programs. Normally, citizen advisory committees represent a cross-section of community interest; however, a citizen advisory committee consisting of only representatives of the community service agencies in the college's region could serve as a catalyst in developing interagency cooperative programs.

Once the above kinds of questions are answered, the director of continuing education can initiate both direct and indirect interagency cooperative relationships.

Regional Consortia and Planning Districts

Regional consortia, recently developed throughout the nation, are dynamic structures through which interagency cooperation may emerge. With the clamor to reduce duplication and improve operational efficiency in higher education, the regional consortium concept appears to have a promising future.

The goals of regional consortia and regional planning districts are similar in many respects. The basic planning district concept is to provide a regional planning and development mechanism through which communities can more effectively communicate with each other, the state and the federal government. In addition to providing a forum to improve communication, regional consortia and regional planning districts share the following characteristics:

- (1) A regional orientation to community problems and needs.
- (2) A means of combining and coordinating programs to resolve problems and meet needs.

- (3) Complementary and supplementary service to members through multiple use of resources.
- (4) A unified voice in dealing with state and federal agencies and legislatures.
- (5) Efficiency in terms of utilization of resources and reduction of duplication.

In addition to regional consortia and planning districts, a multitude of other community services agencies (both public and private) have excellent potential for developing interagency arrangements. Perhaps the most sensitive community service oriented agencies are other educational institutions. Public school districts, vocational-technical schools, colleges and universities, libraries and museums are excellent prospects for interagency cooperation. Other likely possibilities would include: civic clubs, political organizations, chambers of commerce, churches, recreational clubs of all kinds, YMCA's, YWCA's, professional groups and civil rights groups. State and federal agencies such as state employment commissions, regional planning commissions, welfare agencies, community development and affairs agencies (to name a few) also have excellent potential for interagency cooperative arrangements.

Mechanics

The actual mechanics of developing interagency cooperation might include:

- (1) Developing a community services agencies council.
- (2) Identifying problems which affect more than one agency through interagency group meetings and conferences.
- (3) Agreement among agencies relative to feasible alternative solutions of the problem.

- (4) Agreement among agencies relative to specific agency and inter-agency functions and responsibilities through group negotiations.

Citizen Advisory Committees

Community Services and Continuing Education Citizen Advisory Committee

The literature in the field of continuing education and community services repeatedly recommends establishing and using an advisory committee for continuing education and community services programs. An informal survey of community colleges reveals that most directors have organized committees of this nature. In some cases, the committee numbers in the neighborhood of 500 members. More typically, however, the size of the committee ranges from 5 to 15 members.

The information which follows is an example of how the policies and procedures of a continuing education and community services advisory committee might be organized. Decisions as to the specific functions and responsibilities of the committee, the criteria for committee membership, committee appointment procedures and size of the committee are critical to the successful development of the committee.

Guidelines for Establishment of a Continuing Education and Community Services Advisory Committee

Purpose

The purpose of a continuing education and community services advisory committee is to advise the director regarding program development. The administrative structure of the committee should reflect the purpose. For example, the committee may be divided into particular program areas of the overall continuing education and community services program of the college. Sub-committees might include one standing committee for each existing program area such as: (1) community use of college facilities; (2) community educational services; (3) community development; and (4) cultural and recreational activities.

Regardless of the administrative structure, the committee serves in an advisory capacity only and has no administrative or legislative authority.

Specific Functions and Responsibilities of the Committee

The continuing education and community services advisory committee should:

1. Serve as a communication channel between the college and community groups.
2. Advise in the designing of continuing education and community services activities by recommending specific proposals related to program development and provide advice and assistance in identifying:
 - (1) perceived community need; (2) program objectives; (3) design of the program; (4) the human and physical community resources available to meet the need; and (5) a careful estimate of the cost of the program.
3. Identify competent personnel as potential continuing education instructors.
4. Advise in the assessment of the continuing education and community services programs and recommend such modifications as are necessary to keep them current and relevant.
5. Assist in identifying interest groups seeking specific types of continuing education and community services programs.
6. Provide means for assisting the college in informing the community of the continuing education and community services programs and suggest ways for improving the public awareness and involvement in the program.
7. Assess current community needs and project future needs in terms of the entire regional community served by the community college.

8. Assist in other matters when requested by the college board.

Membership of Advisory Committee

1. All members should be officially appointed by the president of the college upon concurrence of the community college board.
2. The membership should consist of individuals representing specialized areas of community interest within the regions.
3. Membership terms on the committee should be specified.
4. Each standing and ad hoc sub-committee of the continuing education and community services advisory committee should consist of a specified number of members.
5. The members should serve without financial compensation.
6. The administration and faculty of the community college may serve as ex officio members of the sub-committees. The director of continuing education and community services should serve as an ex officio member of the committee.

Advisory Committee Officers

1. The community services advisory committee officers should consist of at least a chairman, vice-chairman and a secretary.
2. All officers should be elected by the committee membership and their terms of office specified.
3. Each sub-committee may elect a recorder, as needed.

Duties of the Officers

The chairman should:

1. Preside at all general meetings of the continuing education and community services advisory committee.

2. Plan, with the secretary, the meeting agenda.
3. Call the general meetings of the advisory committee.

The vice-chairman should:

1. Preside in the absence of the chairman.
2. Fulfill any other duties designated by the chairman.

The secretary should:

1. Prepare announcements, minutes, and other information for all committee members, college administrators and others who need to be informed of the committee functionings.
2. Aid the chairman in establishing the agenda and details for the committee meetings.
3. Keep an active and up-dated list of committee membership.
4. Prepare all materials for distribution to committee members prior to meetings.
5. Coordinate and communicate the business of the committee to the community college board and personnel of the college. The secretary's functions should be facilitated with the assistance of designated college personnel.

Meetings of the Advisory Committee

1. The continuing education and community services advisory committee should establish a meeting schedule and procedures for calling meetings.
2. Sub-committee meetings may be scheduled, as needed.

Identification of Committee Members

Identification of prospective committee members is usually initiated by the director of continuing education and community services with

assistance from other college personnel. Consideration should be given to the following factors concerning selection of committee members:

1. Each member must have demonstrated interest and involvement in the area being served.
2. Each member should be interested in and have a commitment to community college education.
3. Each member should be willing to provide personal time commitments for serving the community college.
4. Each member should exhibit a sense of civic responsibility.
5. As much as possible, the supporting jurisdictions should be represented within the continuing education and community services advisory committee membership.
6. The committee should be a balanced representation of the various groups within the region.

External Communication

External Communications

I. Purposes

Communications with a community college's population--either individuals, groups, or agencies--is one of the most important processes involved concerning the success or failure of an effective continuing education program. External communications, in all their varied forms, provides the initial exposure of the general public to the programs, activities and services provided by the community college.

Building community support, awareness and participation in the community college is a primary purpose of external communications.

Assessing the needs of the community as well as determining available community resources are important functions of external communications.

Additional program building can be accomplished by exchanging program information with other institutions and agencies. External communications with groups or agencies can also lead to the direct planning of and implementing programs and activities. The evaluation of such activities is also a logical purpose of external communications.

Perhaps the widest use of external communications in community colleges is for marketing purposes. Careful assessment of needs and activity planning can be reduced to negligible consequence if adequate communication with target groups is not diligently pursued.

II. Methods

The methods of external communications may be as informal as a casual chat with the next door neighbor or as formal as an elaborate

community survey. This document concedes that methods of communication are as unlimited as the imagination, and therefore must be selected and implemented by individual community colleges according to the most practical choices possible.

A. Assessing the Capabilities of the College

Selection and use of particular methods by an individual community college should be conducted after a thorough assessment of the college's resources--finances, materials and equipment, and available personnel with prior experience in production of external communications. Adequate financial resources may alleviate the burden of producing the physical media forms necessary for adequate external communications by having these materials produced commercially. The lack of sufficient funds for commercial media production shifts the emphasis to the college's resources in the form of materials and equipment as well as personnel with some expertise in production of various media forms--brochures, audio-visual presentations, radio and television public service spots, etc. Many community colleges consider an in-house capability of printing brochures and class schedules by the thousands as being the minimum requirement to supporting an adequate external communications function.

B. Production of External Communications Media Forms

While commercial printing relieves most of the work in producing communications media, the lack of sufficient financing should not deter the person responsible for external communications from

developing the community college's ability to produce its own materials. In this case, it is wise to develop a very close working relationship with the learning resources department of the college. Quality audio-visual presentations and printed materials can usually be produced substantially faster and more economically within the college than can the same materials be produced by a commercial firm. The time gained by in-house production spent in more effective distribution can well offset a substantial degree of loss of quality in materials.

Specific examples of common external communications lending themselves to in-house production include press releases, class schedules, brochures, letters, flyers, telephone conversations, radio and television public service announcements, audio-visual presentations and in-person presentations to individuals or groups. It should be pointed out that these examples are not an inclusive listing, yet are representative of communications media forms.

C. Distribution Methods

While previous discussion has more or less centered on external communications media forms, equal consideration and planning should be concentrated on distribution methods. An attempt to evaluate the effectiveness of external communications proves most difficult if distribution techniques and media forms are treated as separate entities.

Methods of distribution techniques are possibly more varied than are the forms of external communications. Among the distribution techniques common to many community colleges are mailing lists comprised of business and industry, professional and civic groups; governmental and public service agencies and individuals. As the lists grow, the more cumbersome the management of such mailings become.

In addition to mailing lists, other techniques for distribution of external communications media forms include radio and television announcements; presentations to professional and civic groups, industries and businesses; printed materials left at accessible places in banks, supermarkets, movie theaters (a brief film on screen may be especially effective), cafeterias and other places frequented by the general public, speakers bureaus--intellectual resources from the college environment available to speak to the at-large population as well as intellectual resources from the at-large population available to participate in the comprehensive community college's entire program (credit and non-credit) door-to-door campaigns; exhibitions at fairs, circuses, shopping centers, parades, and on billboards; open houses and college tours; and a list of others as extensive as the imagination.

D. Computerizing a Bulky Mailing List

It is suggested that coded, computerized mailing lists be maintained through the data processing function of the college. Most

computers are capable of printing a variety of gummed labels to be attached to envelopes or brochures, and the computers can be programmed to print the labels by numerical order of zip codes allowing for the easy assembly of bulk mailings by zip code necessary to qualify for non-profit organization mailing rates. The business manager as well as the continuing education official at a community college should be aware of the savings and benefits of non-profit organization mailing rates and the regulations and procedures necessary to qualify for such rates.

E. Co-Sponsoring Agencies and Groups

Continuing education officials at colleges will readily concede the imperativeness of communications with business, industry, and civic and professional groups. These contacts can readily become the most effective public relations for a continuing education program. Initial contacts with these groups can determine their interest in becoming a co-sponsor of various activities of the continuing education office. Most of these groups have continuing education as one of their organizational objectives and in most cases welcome the chance to cooperatively sponsor a program with a college.

This sponsorship usually goes beyond the use of the name of the group. Civic and professional groups are prone to preparing press releases and occasional brochures on these joint ventures. Businesses and industries tend to prepare announcements in the personnel or training offices for distribution to their employees.

In addition, businesses and industries which have newsletters for employees are usually willing to include announcements about cooperative programs in the newsletter.

Thus, the co-sponsoring groups are usually receptive to producing external communications materials, but more importantly, their distribution techniques are usually more refined due to knowledge of specific individuals with an interest in the program.

John Tyler Community College in Chester, Virginia, recently surveyed new and former students (students who had been out of school for at least one whole quarter prior to re-enrolling) in evening classes during the 1972-1973 winter and spring quarters to determine what materials and techniques had the most influence on them to register for evening classes. The survey verified that word-of-mouth public relations indeed is the most influential factor on new student enrollment. More specifically, the survey listed notices from the personnel office, notices in the company newsletter, and brochures available where these people worked as the most influential materials and techniques causing them to enroll at the college.

III. Target Groups

As has been alluded to in previous discussion in this document, the target groups of the various methods of external communications include business and industry, governmental and public service agencies, professional and civic groups, advisory groups, consortium members, and the press, special interests groups, community leaders, and individuals.

IV. Determining Effectiveness of Delivery Techniques and Media Forms

To determine effective delivery techniques of external communications, continuing education officials should conduct periodic surveys of the targeted populations to determine their opinions of the communications. Of special interest to such officials should be the responses of new student enrollments because these persons can give feedback as to positive techniques with measurable effects.

Evaluations can be based on the success of the type of programs or activities, by the demographic characteristics of the population served, by the socio-economic background of the population, or by any one of a number of factors such as sex, ethnic composition, civic activities, educational background, motivating factors, armed forces veterans, etc.

However, when conducting an evaluation of an external communications system, the evaluator should remember that the best looking brochure has no effect if total neglect of a variety of distribution techniques has been practiced. In fact, once a procedure has been established for consistently producing attractive communications forms, the primary evaluation of external communications will center on distribution techniques.

V. Multiplier Effects

Regardless of the external communications program conducted by a community college, the continuing education official should be

forever cognizant of the fact that "word of mouth" public relations are more than likely a by-product of external communications.

Since several studies have proven word-of-mouth public relations to be the most influential means of external communications, the quality of distribution techniques and media forms should be of utmost concern.

Too often, though, continuing education officials neglect the direct impact external communications directed from their office have on other divisions and programs within the college. Continuing education officials should encourage external communications by full-time and part-time faculty and staff to enhance the total acceptance and support of the community college philosophy by the community itself. Exemplary communications devices with proven results is the best way to obtain the concentrated efforts of the entire college faculty and staff in keeping the communications process effectively working.

The Faculty of Community Services/
Continuing Education

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Faculty of Community Services/Continuing Education

The instructional personnel involved in continuing education programs should include the college's full-time faculty as well as those members of the community who serve as part-time instructors. These persons assume a variety of roles and make meaningful contributions to a total continuing education effort. They perform many useful functions, most far beyond those for which they are contracted, and their influence permeates the entire continuing education spectrum.

As a point of reference, "continuing education" can be defined as that portion of the educational program which is planned in cooperation with business, industry, individuals and groups within the community and includes credit and non-credit evening classes for adults; workshops, seminars and institutes; and all community services provided by the college.

Faculty and Instruction

In their more familiar role, faculty members are utilized as classroom instructors. Full-time faculty become involved in continuing education programs as a part of their normal teaching duties, as a result of an inadequate teaching load, or on an over-load basis. In the majority of instances, they are scheduled for credit courses but, on more rare occasions, they do participate in non-credit programs. Full-time faculty members bring to a continuing education program and its adult students the full resources of the college and its instructional programs.

Part-time instructors are utilized in both credit and non-credit programs and are being contracted in ever increasing numbers. As community

colleges expand their off-campus offerings and embrace the "campus without walls" concept, part-time instructors will become all the more important. Flexible scheduling to meet the needs of working adults will undoubtedly further increase the growth in the number of adjunct faculty members.

While some have criticized the use of adjunct faculty members on the grounds that they may be relatively untrained in classroom techniques, they do introduce to the continuing education effort practical skills, technical knowledges and job related experiences which are so valuable to working adults needing in-service, up-grading, or entry level instruction.

Continuing education is interested in relevance and must employ faculty which best fits the situation. Often; only part-time instructors will do.

Recruitment and Utilization of Part-Time Instructors

Recruiting of part-time instructors is accomplished in several ways. Advertising through the local news media; contacting full-time instructors; issuing notices to other area educational institutions; notifying businesses, industries and professional organizations of instructional needs; and soliciting suggestions from curriculum advisory committees have all proved to be effective. Conducting meaningful educational programs which truly meet the needs of the students is the most desirable method, however. As a continuing education program's worth increases, well qualified, dedicated instructors will apply for positions.

Close scrutiny should be maintained when adjunct faculty are contracted. They should meet all minimum criteria as enunciated by the

regional accrediting associations, especially if credit courses are involved, and must be dedicated to working with students. Merely possessing knowledge of the subject matter is not enough. They must want and have the ability to impart that knowledge to the student.

To insure that all students in a given course are exposed to a comparable level of instruction, close articulation between full-time and part-time faculty should be maintained and the same textbooks and course outlines utilized. Again, this is especially necessary if credit courses are involved. Including division chairmen and program heads in the selection and orientation of part-time faculty will aid in this.

Adult evening classes should never be "second rate" when compared to the college's day classes. Communication and coordination between faculty members will greatly minimize the possibility that such will occur.

Faculty and Curriculum Development

Participation in curriculum development constitutes a major responsibility of a college's faculty. They possess a virtual wealth of knowledge and expertise and both full-time and adjunct faculty should be totally involved in preparing course outlines, selecting textbooks and materials and the other processes so necessary in developing curriculum.

Part-time instructors, particularly those employed in the occupational areas in which instruction is offered, can contribute vital assistance. They are aware of the types of courses which would be most advantageous and can be valuable resources in procuring materials and instructional aids.

Faculty and Promotion and Recruitment

To an increasing degree, the college's faculty members are becoming a vital part of the institution's promotional and recruitment efforts. This is particularly true as the college and its continuing education program become more involved in satisfying the educational needs of the total community.

Promoting programs and recruiting students by faculty is accomplished in many ways, formal and informal. All members have contacts throughout the community and they can be used to determine educational needs and to promote the college's programs. Faculty members belong to civic, service, religious and professional organizations; serve on various boards, committees and commissions; and the information they gain and the contacts they make can be extremely beneficial to a continuing education program.

Another promotional and recruitment avenue is the college's speakers bureau. Too often part-time instructors are excluded from this very important tool and the community is deprived of an important segment of the college's intellectual resources. A speaker's bureau is a valuable part of the continuing education effort and the college's instructional staff can play a very important role in its success.

Faculty and Programming

In many instances, faculty members are used as program originators and coordinators. A large number of continuing education programs have originated with a faculty member suggesting that a class or activity be conducted. Often these instructors, armed with the knowledge of what is

needed and who would best benefit from the instruction, coordinate the program with the continuing education staff and nurture it to success. As often as not, the faculty members will also recruit students for the class.

Faculty Orientation

All faculty members must be oriented to the policies of the college and to the regulations under which they must operate. They must be familiar with the support facilities and service (supplies, audio/visual equipment, etc.) that they require and they should be provided with in-service training and have access to professional assistance. It is also imperative that they have an understanding of the mission of a comprehensive community college, the goals of the college and the objectives of the courses for which they are responsible.

Faculty members involved in continuing education assume many roles and are used for a variety of purposes. Provided with the proper orientation, and with close coordination between full-time and part-time instructors, they can be the determining factor in the success or failure of the continuing education effort.

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